

## Stage 1 – Desired Results

**Established Goal(s):**

**G**

**Understanding(s):**

*Students will understand that...*

**U**

**Essential Question(s)**

**Q**

*Students will know...*

**K**

*Students will be able to...*

**S**

## Stage 2 – Assessment Evidence

**Performance Task(s):**

**T**

**Other Evidence:**

**OE**

## Stage 3 – Learning Plan

**Learning Activities:**

**L**

## Stage 1 – Desired Results

### Established Goal(s):

G

- What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?

### Understanding(s):

U

- What are the “big ideas”?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

### Essential Question(s)

Q

- What provocative questions will foster inquiry, understanding, and transfer of learning?

*Students will know...*

K

*Students will be able to...*

S

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

## Stage 2 – Assessment Evidence

### Performance Task(s):

T

- Through what authentic performance task(s) will students demonstrate the desired understandings?
- By what criteria will “performances of understanding” be judged?

### Other Evidence:

OE

- Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

## Stage 3 – Learning Plan

### Learning Activities:

L

- What learning experiences and instruction will enable students to achieve the desired results? How will the design –

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

H = hook all students and hold their interest?

E = equip students, help them experience the key ideas, and explore the issues?

R = provide opportunities to rethink and revise their understandings and work?

E = allow students to evaluate their work and its implications?

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning